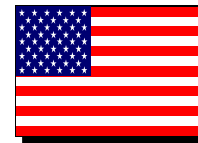


PASETTER



Pennsylvania Association for Safety Education

Winter/Spring 09 Issue

A Rebuttal to Skeptics of Teen Driver Education

Why do some research professionals continue to hold positions that result in avoiding a serious overhaul of, and investment into, educating new drivers? Education-testing young drivers warrants as much attention and investment as crash-testing new vehicles! Exploring how to teach and motivate teen drivers will result in knowledge that is likely more valuable to society and traffic safety than exploring the crush of a new vehicle!

Researchers Allan Williams and Susan Ferguson of the Insurance Institute for Highway Safety (IIHS) have weighed in once again on their position regarding driver education. Although they title their article "Driver's Education Renaissance?", their comments reflect an old position that does not promote education; it promotes delaying and avoiding education. The premise of this position is kids who don't drive won't crash, and educating someone on how to do something will result in them doing it. Their commentary is posted at the Injury Prevention Online Web site. This article is a rebuttal to the position they put forward.

This author found no positive suggestions for improving driver education in the Williams and Ferguson commentary, yet research abounds on how people learn, and the body of knowledge on how it applies to driver education, although still largely ignored, continues to grow. Their specific, useful positive suggestions are limited to the agreed benefits of various elements of graduated driver experience models. But, because driver education results in kids driving, they also recommend that access to driver education be made less convenient by removing it from high schools.

Inside...

| | |
|---|-----------|
| Tentative Agenda | page 2 |
| Conference Registration | page 3 |
| A Rebuttal to Skeptics of Teen Driver Education | pages 6-7 |

Conference...2009

TENTATIVE AGENDA INSIDE

The 60th Annual Pennsylvania Association for Safety Education Conference will be held on April 24th at the Quality Inn - Arena in Bedford, Pennsylvania.

Rooms will be available at the Quality Inn at the following reduced rates:

- Single - \$54
- Double - \$60
- Triple - \$62
- Quad - \$70

Call 814-623-5188 to make your reservations & look inside of this issue for your tentative agenda and registration form!!!

Valuable information, conference updates and issues of the PASETTER are currently available at the PASE web site:

www.adtsea.org/pase

The PASE conference this year will be held on FRIDAY ONLY. Mark your calendars for Friday, April 24, 2009 for a day full of informative workshops.

The location of the conference will not change...it will still be at the Quality Inn Arena in Bedford, PA. If you'd like to rent a room, the rates will still remain the same.

**2009 PASE CONFERENCE
(TENTATIVE AGENDA)
“Re-educating the Driver Educator, Volume 6”**

Friday, April 24, 2009

- 8 AM – 10 AM REGISTRATION/EXHIBITS
- 7:30 AM – 9:00 AM BOARD OF DIRECTORS MEETING
- 9 AM – 11:30 AM OPENING GENERAL SESSION
- WELCOME/INTRODUCTIONS, Curt Behler, PASE President
 - PRESENTATION OF COLORS
 - PLEDGE OF ALLEGIANCE
 - NATIONAL ANTHEM
 - INVOCATION, Ronald Strapel, PASE Chaplain
 - PROGRAM CHANGES
- KEYNOTE SPEAKER – Louis Pesci, Indiana University of Pennsylvania
Teaching Driver Education Online: Potentials and Pitfalls
Over the years, online programs have been growing to meet the demands of non-traditional students. Designing and teaching driver education courses online presents a new challenge for driver education teachers in the field. This session will focus on best practices in designing online driving education courses and discuss current state policies/guidelines to ensure the quality of such programs.
- 11:30 AM – 12 PM EXHIBITS
- 12 PM – 1 PM LUNCH (Lunch will be provided)
- 1 PM – 2:15 PM WORKSHOP SESSION 1
Verna Cole – Children’s Hospital of Philadelphia
- 2:15 PM – 2:30 PM BREAK/EXHIBITS
- 2:30 PM –3:45 PM WORKSHOP SESSION 2
Harry Sherman – Pennsylvania Department of Education
- 3:45 PM – 4:00 PM BREAK/EXHIBITS
- 4:00PM – 4:30 PM Business Meeting

Great Simulators



Only
\$350
Per month**

**Lease Rate WAC



Simulator Systems International

TULSA

- Fully Interactive
- Over 400 Exercises
- Complete Curriculum Provided
- Crash Avoidance, Night, Rain, Fog
 - Portable, Rugged Design
- 5-Speed and Auto Transmissions
- 1 and 3 Screen Versions Available
- Doubles as a Computer Workstation
 - Web and Network Ready
 - Backed by Over 25 Years Experience



Only
\$180
Per month**

Great Prices!

800.843.4764

www.simulatorsystems.com

ATLANTA

PHOENIX

Your Prentice Hall Pennsylvania Sales Team

Scott Walker

Western Pennsylvania
(800) 435-3499 x7850
scott.walker@PHSchool.com

Craig Wayman

Northeastern Pennsylvania
(800) 435-3499 x7812
craig.wayman@PHSchool.com

Fran Bray

Southeastern Pennsylvania
& Philadelphia Archdiocese
(800) 435-3499 x7816
fran.bray@PHSchool.com

Sonny Pomponio

Metro Philadelphia 6-12
(800) 435-3499 x7925
sonny.pomponio@PHSchool.com

Prentice
Hall

1-800-848-9500 PHSchool.com

TEACH • INSPIRE • CONNECT

SEND IN *YOUR* ARTICLES!!

The PASETTER is created by article submissions provided by PASE members.

And, we are always on the lookout for articles.

You are encouraged to submit articles....

Remember... without you, the PASETTER doesn't exist.

If you would like to submit an article...enclose this completed form, with your article and mail them to:

Editor
The Pasetter
Highway Safety Center
R&P Building
629 Fisher Avenue
Indiana, PA 15705

OR

Email your articles to lpesci@iup.edu

Name: _____ Organization: _____

Title of Article: _____

Contact Phone: _____ e-mail: _____

Author(s) of Article:

Please list any sources that you acquired information for your article from, and would like noted at the end of the article:

Special Instructions:

Please submit your articles in typed form. If you would like an article reproduced, please be sure to submit the source of the article, and author for copyright purposes. **Remember...large documents and articles WILL NOT be summarized by the editor and printed...it is the submitter's responsibility to do this.**

A Rebuttal to Skeptics of Teen Driver Education, Continued from page 1

Those who would define the agenda on teen driver education should be able to offer something more positive than to make driver education less convenient to the general public. This suggestion leads this author to believe they are at a loss on how to improve driver education, or as to what role it can provide in improving the learning experiences of young drivers.

Their commentary continues their public message that scarce public dollars will be wasted if spent on driver education. They disclose that a good driver education program results in more skilled drivers, but the context and underlying message is "skilled drivers are not necessarily safe drivers." Even so, the article also conveys the fact that efforts over the past couple decades to convince the public that education measures are useless has failed, and with that admission the article appears to divulge a concern that efforts to keep public dollars from being invested into driver education are at risk.

The Williams and Ferguson article appears to be part of a strategy, perhaps well intended, to counter the ongoing struggle to adequately fund and improve driver education—a counter stimulated by renewed interest of the public and Congress in driver education. The struggle that exists between some researchers and those who directly work with teens is a challenging conundrum. Most parents and teachers believe education is important to help teens learn safe driving behaviors, but some of those who review literature and research at arms length from young, aspiring drivers believe teens should not be taught to do something that might result in their harm.

Would Williams or Ferguson consider delaying young minds from being taught the basics of the scientific method? Any teacher can tell you that young minds will error in their methods, analysis and conclusions until they learn, through experience, to master the skill. Yet, society knows that young minds should be taught. Teachers, therefore, work patiently, over time, to establish a foundation of knowledge in the scientific method and provide expanding experience, helping students overcome errors and produce more accurate conclusions in more complex scientific inquiries. Society demands this be done because society understands the value of the educational process.

The facts cited by Williams and Ferguson overlook new emerging reports coming out of Washington and Oregon that indicate teens whose learning experience includes a standards-based, state-approved driver education program are safer drivers than those who do not take a state-approved driver education program. In addition, what is known by research is not the only useful body of knowledge relating to teen drivers. The writers report "86 percent" of the public "considered driver education courses 'very important' in training new drivers to drive safely." Those who are closer to the real world have ways of understanding things that frustrate the analytical and necessarily myopic world of research and empiricism. We must respect what is unscientifically "known" by the public. In fact, intuitive knowledge and hunches are an important seedbed of hypotheses that eventually become scientific knowledge.

Champions and guardians of empirical knowledge are invaluable contributors to public discussion and policy development. However, I learned years ago that while the advice of accountants and researches is very important, unless those analyzing the data understand the heartbeat of the business, their advice may not result in the hoped for outcome. Why is that? It is because the world of science is a discovery process and what has been empirically explored and documented represents only the tiniest piece of the universe of knowledge awaiting exploration. Despite our great and wonderful advances, what is unknown is far greater than what is known, and what is thought to be known is often, at best, only partially known.

It is not unusual for researchers to warn that a particular effort represents a focus for which there is no scientifically proven value, only to find through additional research that there is evidence of its value. Examples of this abound.

Delaying license may reduce crashes for the younger teens, but what does it do for the older teens who have yet to learn to drive, and how does that help rural states that insist on young teens being able to drive. At some point the would-be driver must learn to drive and begin the path of acquiring experience. Society has invested too little effort and resources into improving methods of initial instruction. The public intuitively knows that education has to play a part as certainly as the staff at the IIHS know that young minds must be taught the scientific method.

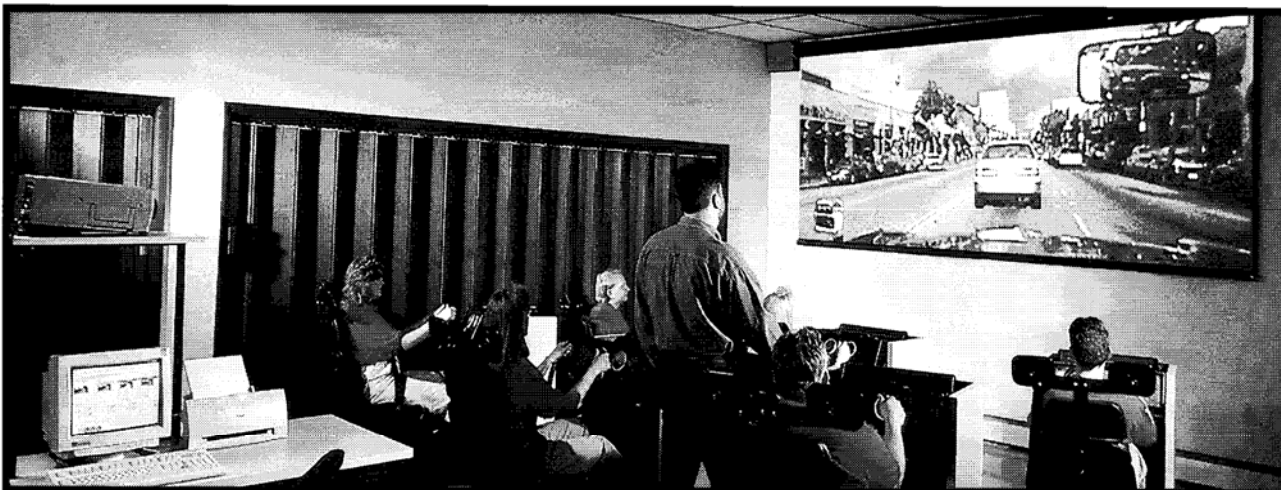
Perhaps the driver education agenda should be defined by experts in education, learning development and human behavior who have explored the nuances of the human mind and know the heartbeat of the education and training process. Perhaps its time to expand the dialogue to folks who have suggestions other than Williams' and Ferguson's suggestion to avoid or delay the task, and who are willing to forge ahead and improve a driver education system that has yet to embrace present education and training knowledge and technologies. Perhaps experts at crashing cars and calculating the costs of crashes for insurance companies are not the experts that can best advance solutions to the driver education challenges.

The bottom line is that experience without skilled and knowledgeable instruction will lead to reinforcement and establishment of poor and illegal driving behaviors and habits. Society can't expect the teen driver to drive safely if they do not know how. A quality driver education and training experience is the foundation for safe driving behavior. That foundation needs to be true and sound so that subsequent safe-driver initiatives can build upon that foundation of knowledge and skill, including public policies that encourage improved driving norms for all drivers.

In the words of Russell W. Davenport, "Progress in every age results only from the fact that there are some men and women who refuse to believe that what they know to be right cannot be done."

For more on the suggestions of this author (David Huff) and other experts who believe something positive can be done, visit the Driver Education Forum sponsored by the National Transportation Safety Board at http://www.nts.gov/Events/symp_driver_ed/symp_driver_ed.htm

David C. Huff



STUDENT DRIVER

A Better Curriculum for a Better Driver Education Program

Complete Curriculum Included—

You know that a student who participates in a driver education course is better prepared for the challenges of the road. However, the quality of the student's education depends on the quality of instruction. That's why it's imperative that you provide the best teaching methods possible. Improve your driver education classes with a Doron Driving Simulation System, featuring the highest quality simulation curriculum.

- High quality, **undistorted, true widescreen** images
- Continuous real time rear and side mirror images so students can learn proper scanning techniques
- Novice drivers curriculum strongly supports the "Minimum Standards for In-Car Performance" adopted by the American Driver and Traffic Safety Education Association (ADTSEA)
- The only training programs produced under guidance of a professional curriculum committee comprised of recognized traffic safety and/or driver training experts.
- 27 years of unmatched quality and reliability
- An ADTSEA supporter for over 20 years
- Customer Service Department staffed with personnel trained to service Doron products
- Maintenance available on contract or on a demand basis
- Fully stocked Parts Department maintains inventory of replacement parts

With Doron, driver education is complete.

Driving Simulation Systems Sales • (607) 772-0478

DORON[®]
 PRECISION SYSTEMS, INC.
 SINCE 1973

P.O. Box 400, Binghamton, NY 13902-0400 • (607) 772-1610
www.doronprecision.com

What is ADTSEA?

The American Driver and Traffic Safety Education Association (ADTSEA) is the professional association which represents traffic safety educators throughout the United States and abroad.

Members of the association include:

- State Supervisors of Safety Education
- University Professors
- Elementary and Secondary School Teachers
- Vocational Rehabilitation Specialists
- Commercial Driving School Teachers
- Police Traffic Safety Personnel
- Corporate Representatives

As a national advocate for quality traffic safety education, ADTSEA creates and publishes policies and guidelines for the discipline. ADTSEA conducts conferences, workshops and seminars and provides consultative services. The organization also develops educational materials.

ADTSEA has over 1,000 professional and corporate members and is located at the Indiana University of Pennsylvania Highway Safety Center, Indiana PA. The association provides its members with a national office which represents the interests of members by keeping track of legislation on safety matters and lobbying for legislation to support driver and safety education.

In 1970, ADTSEA took over the management of the National Student Safety Program (NSSP) from the National Education Associations Safety Commission (which was disbanded at that time) and has maintained this program ever since.

Why Join?

- To support the association which serves my best interests of the driver education professional in ways that ONLY a national organization can.
- To show pride in being a safety educator.
- To confirm my belief that traffic safety education needs a unified voice with which to speak to the nation.
- To strengthen the organization that promotes my security and welfare.
- Because a stronger national association strengthens and complements my state association.
- To improve the status and stature of my profession.
- To demonstrate my belief that professional standards should be developed by the profession.
- To demonstrate my belief that education is a lifelong pursuit and that a national professional association has a role to play.
- For an opportunity to participate in programs, committees and ad hoc groups as a contribution to the profession and an opportunity for service.
- To support the organization which exists to represent my professional interests.

For more membership information please go to www.adtsea.org or call 800-896-7703 and ask to speak to Allen Robinson.

Highway Safety Center
R&P Building
629 Fisher Avenue
Indiana, PA 15705
111501 259801

